

Hungary

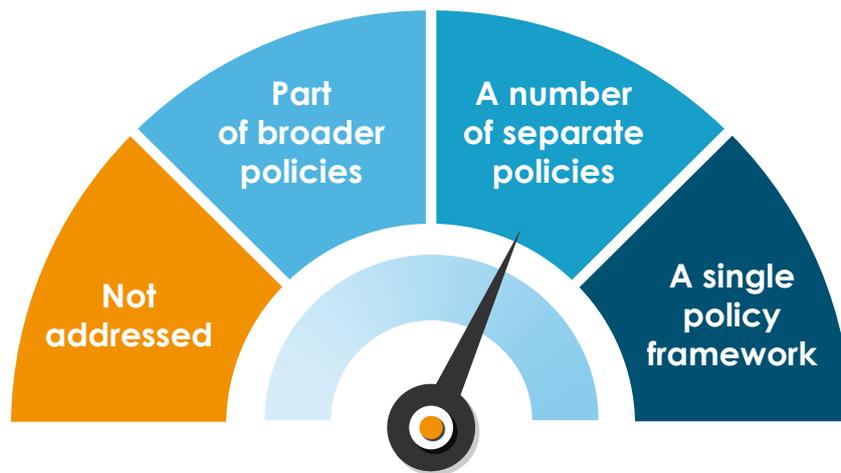
The Better Internet for Kids (BIK) Policy Map is a tool used to compare and exchange knowledge on policy making and implementation in EU Member States on the themes and recommendations of the European Strategy for a Better Internet for Children (or BIK Strategy) first set out by the European Commission in May 2012. The third BIK Policy Map report (2020) examines the implementation of the BIK Strategy in 30 European countries, including all EU Member States, Iceland, Norway and the United Kingdom.

For each country in the BIK Policy Map study, we outline findings for Policy frameworks, Policy making and Policy implementation, and conclude by providing a selection of good practices.

Download the full [BIK Policy Map report](#) from the Better Internet for Kids website.

1. Policy frameworks

Policy frameworks refer to the organising principles and long-term goals for policies, guidelines, decisions and other statements made at the national level in the course of putting into practice the BIK Strategy.



In Hungary, the European Strategy for a Better Internet for Children has not directly featured in national policy debates on the subject of children's use of the internet. This topic is covered in a number of separate policies, principally through laws and regulations which address the four different pillars of the BIK Strategy. Some examples are given below.

Pillar 1: High-quality content online for children and young people

- The [Digital Education Strategy](#) (2016) states that digital education should not be a mere version of traditional teaching that is supported with digital tools, but an open educational environment which is based on new approaches, methodologies and requirements and which reacts to the challenges of the digital age.

- The priority objectives of [Digital Child Protection Strategy](#) (2016) indicates that regulations and measures to protect children should be enforced more than before. To that end, it is important to identify and eliminate the risks and threats to children while using the internet and thus to prevent or minimise its harmful effects. Additional objectives of the strategy include that the protection mechanisms available should function properly and efficiently.

Pillar 2: Stepping up awareness and empowerment

- The [Digital Education Strategy](#) (2016) states that digital education should not be a mere version of traditional teaching that is supported with digital tools, but an open educational environment which is based on new approaches, methodologies and requirements and which reacts to the challenges of the digital age.
- The priority objectives of [Digital Child Protection Strategy](#) (2016) indicates that regulations and measures to protect children should be enforced more than before. To that end, it is important to identify and eliminate the risks and threats to children while using the internet and thus to prevent or minimise its harmful effects. Additional objectives of the strategy include that the protection mechanisms available should function properly and efficiently.

Pillar 3: Creating a safer environment for children online

- The priority objectives of [Digital Child Protection Strategy](#) (2016) indicates that regulations and measures to protect children should be enforced more than before. To that end, it is important to identify and eliminate the risks and threats to children while using the internet and thus to prevent or minimise its harmful effects. Additional objectives of the strategy include that the protection mechanisms available should function properly and efficiently.

Pillar 4: Legislation and law enforcement against child sexual abuse and exploitation

- Act C of the [Criminal Code](#), 2012 Section 204 (Child pornography), 2012.

2. Policy making

Policy making refers to the general process by which policies are developed within each country, including how coordination and oversight is managed, the extent to which the policy agenda is informed by an evidence base, and whether there are arrangements for young people to be involved in the policy process.

2.1 How are policies coordinated?

In Hungary, more than one ministry, agency or body is responsible for coordinating policies addressing the BIK Strategy with one to three ministries involved in the process.

- The [Ministry for Innovation and Technology](#) (ITM) oversees the policies related to digitalisation and information technology.
- The [Ministry of Human Capacities](#) (EMMI) manages the policies related to education and training.
- The [Ministry of Interior](#) (BM) oversees regulations and legislation.

2.2 Who is primarily in charge of policy coordination?

Responsibility for coordination of BIK-related policies varies by each respective pillar of the BIK Strategy.

- The [Ministry of Human Capacities](#) has primary responsibility for policy coordination for all four pillars of BIK strategy.
- Inter-departmental communication mechanisms include the working group of [The Internet Roundtable for Child Protection](#) which was established by President of the [National Media and Infocommunications Authority](#) and the [International Children's Safety Service](#) working group which involved stakeholders.

2.3 Data collection in the last three years

Data collection to support policy making related to the BIK Strategy includes national and regional surveys with quantitative data specifically focused on children's use of the internet, quantitative data on some topics of children's use of the internet collected as part of a broader survey, and qualitative research specifically focused on children's use of the internet. Examples include:

- [Use of telecommunication service among residential users](#) (2014).

Evaluation has taken place regarding the implementation of the Digital Education Strategy and the Digital Child Protection Strategy. A detailed report has been prepared each year regarding their implementation.

2.4 Involvement of young people in policy making

The involvement of young people in policy making is described as one whereby young people's interests are considered indirectly (for example, through analysis of existing surveys, data collections).

3. Policy implementation

Policy implementation refers to the involvement of the relevant stakeholders in the delivery of initiatives and the spread of activities as envisaged under each of the four pillars of the BIK Strategy.

Pillar 1: High-quality content online for children and young people

Activities under Pillar 1 are led by government ministries, NGOs and civil society organisations have a complementary role. Examples include:

- The [Magic Valley Media Literacy Education Centres](#) have been established by the [National Media and Infocommunications Authority](#) to promote the media literacy education of students aged 9-16 by providing them with hands-on learning experiences.

Summary of Pillar 1 actions:

	Introduced in the last 12 months	Existent before last year	Not available
Initiatives to stimulate the production and visibility of quality content for children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initiatives to encourage children's creativity and to promote positive use of the internet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initiatives to implement standards for quality online content for children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other relevant activity (please specify)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pillar 2: Stepping up awareness and empowerment

Activities under Pillar 2 are led by government ministries, NGOs and civil society organisations have a complementary role. Relevant examples include:

- Digital Education Strategy and Digital Child Protection Strategy.
- National Media and Infocommunications Authority – “Magic Valley” digital theme week.
- “Student Network Program” by the Governmental Agency for IT Developments.
- Digital Theme Week.
- DADA programme.
- ELLEN-SZER programme.

Summary of Pillar 2 actions:

	Introduced in the last 12 months	Existent before last year	Not available
“Teaching online safety in schools”			
Strategies to include teaching online safety in schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to reinforce informal education about online safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to provide for online safety policies in schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to ensure adequate teacher training in online safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to support public-private partnerships in online safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
“Digital and media literacy activities”			
Activities to support young people’s technical skills required to use online media content and services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to encourage critical thinking around media industries and evaluating content for truthfulness, reliability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities that encourage interaction, engagement and participation in the economic, social, creative, cultural aspects of society through online media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities that promote democratic participation and fundamental rights on the internet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities that challenge radicalisation and hate speech online	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
“Scaling up awareness activities and youth participation”			
National support for public awareness-raising campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Involvement of children when developing national campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Involvement of children when developing legislation with an impact on their online activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities or initiatives to match the Commission’s support for the national Youth Panels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Industry funding and technical support for NGOs and education providers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Industry dissemination of awareness material either online or at the point of sale	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
“Simple and robust reporting tools for users”			
Mechanisms for reporting content and contacts that may be harmful for children such as cyberbullying or grooming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initiatives to facilitate cooperation between helplines and law enforcement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initiatives to monitor the effective functioning of reporting mechanisms at a national level	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pillar 3: Creating a safe environment for children online

Activities under Pillar 3 are led by government ministries, NGOs and civil society organisations have a complementary role.

Summary of Pillar 3 actions:

	Introduced in the last 12 months	Existent before last year	Not available
“Age-appropriate privacy settings”			
Activities to ensure the implementation of EU legislation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Self-regulatory measures by industry about age-appropriate privacy settings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Awareness-raising activities regarding age-appropriate privacy settings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
“Wider availability and use of parental controls”			
Activities to promote the availability of parental control tools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tests and certification for parental control tools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Efforts to support industry implementation of parental control tools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
“Wider use of age rating and content classification”			
Activities to promote the adoption of age rating and content classification among relevant stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A complaints process for the effective functioning of such systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
"Online advertising and overspending"			
Activities at the national level to ensure that legislation regarding online profiling and behavioural advertising is observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support industry in developing codes of conduct regarding inappropriate advertising	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Monitor implementation of codes of conduct at the national level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pillar 4: Fighting against child sexual abuse and child sexual exploitation

Activities under Pillar 4 are led by government ministries. NGOs and civil society organisations have a complementary role.

Summary of Pillar 4 actions:

	Introduced in the last 12 months	Existent before last year	Not available
Increased resources for law enforcement bodies that fight against child abuse material online	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effective safeguards in place to ensure democratic accountability in the use of investigative tools to combat child sexual abuse	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to support the functioning and visibility of hotlines at the national level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Activities to support the improvement of cooperation between hotlines and industry for taking down child abuse material	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4. Good practices

The following are three selected examples of good practices in supporting children's use of the internet in Hungary:

Magic Valley

[The National Media and Infocommunications Authority](#) (NMHH) created the [Magic Valley](#) media literacy education centres to support children in their conscious and safe media use. Magic Valley's ultimate goal is to raise children's awareness on how they are affected by the media in a playful manner by offering interactive, creative activities. In this process, students are assisted by a state-of-the-art equipment pool and skilled media literacy instructors. The

first Magic Valley of Hungary opened in Budapest in 2014, followed by a second centre in Debrecen in 2017. The centres can be visited as part of a school trip free of charge, and teachers can register for its classes online. Sessions are organised by the NMHH around six core topics. As part of the internet session, there are strategies and quizzes to show how to surf the world wide web consciously and safely and how to use smartphones and tablets without carelessly giving out personal information. During the session (called Netneg), the instructors invite children to participate in decisions focusing on the meaning and possible consequences of online data protection, cyberbullying, grooming and sexting.

Internet Hotline

The NMHH operates the [Internet Hotline](#) which is available to the public for reporting online content that is illegal or harmful to minors or anybody (for example, cyberbullying and content made accessible without permission). The Internet Hotline personnel regularly give lectures on the dangers of the internet for children. These lectures are addressed typically for experts in child protection and crime prevention who are visiting schools. Topics covered include the risks of sexting including self-generated sexually explicit images and videos, and self-generated sexual content also.

Digital Child Protection Strategy

In the framework of the Digital Child Protection Strategy, the nationwide network training centres, [Digital Welfare Programme](#), has 1,500 training centres which organise workshops and training courses on “Digital media literacy for parents and grandparents”. These focus on safer use of the internet, e-privacy and data protection for example, with the aim of building capacity in the participants to protect their children from threats which they may face in the digital world.